DOCUMENT RESUME

ED 053 600 FL 002 443

AUTHOR Dodd, William J.
TITLE [Address to the Opening General Session: Fifth Annual TESOL Convention, 1971.]
PUB DATE 4 Mar 71
NOTE 7p.; Speech presented at the Fifth Annual TESOL Convention, New Orleans, La., March 4, 1971

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Adult Education, *Bilingual Education, Bilingualism, Cultural Education, Elementary Grades, *English (Second Language), Exchange Programs, Fles, *French, Kindergarten, Language Instruction, Modern Language Curriculum, Native Speakers, Secondary Education, Second Language Learning, *Spanish, Spanish Speaking, Speeches, Teacher Education, *Teacher Exchange Programs
IDENTIFIERS *Bilingual Education Act, Louisiana

ABSTRACT

The State of Louisiana has instituted a number of educational programs to meet the needs of a large French- and Spanish-speaking population. For the French-speaking population, the program is designed to improve and expand the teaching of French at all educational levels and to preserve and protect the French cultural heritage. Contact and exchanges with the governments of France and Quebec are a key part of the program. For the Spanish-speaking population, there are English as a second language programs. An extensive bilingual program for teaching Spanish and English at all educational levels has been proposed. Exchange programs with Costa Rica play an important role in preparing teachers for teaching Spanish and English to Spanish speakers. (VM)

ED053600

ADDRESS TO THE OPENING GENERAL SESSION

FIFTH ANNUAL TESOL CONVENTION, 1971

March 4, 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

WILLIAM J. DODD

Mr. President, Officers and Members of TESOL, fellow educators and invited guests. Let me say, first of all, that we are happy to welcome you to Louisiana, and that we feel your choice of New Orleans as the 1971 Convention site will prove to be a most interesting one. We are, to this day, still experiencing the historical implications of having been at one time under the dominion of France and of Spain. Many of our educational programs show the effects that these dual cultures are still exerting on our people.

We think you will find that much is being done here in our state to assist not only those adults and children who speak a language other than English and have recently chosen to make Louisiana their home, but also to aid our French-speaking citizens who trace their roots back to the exiled Acadians and to the shores of France.

For many years we worried about the deterioration of the spoken French that was unique in our State. Like so many problems, this was something that everybody talked about, but not much was done until the legislature in 1968 passed two significant Acts - Acts 408 and 409. The first Act stated that French instruction was to begin at the earliest possible educational level in our elementary schools and the second Act created CODOFIL, the Council for the Development of French in Louisiana. Since that time, the State Department of Education and CODOFIL have worked hand in hand to improve and expand the teaching of French at all educational levels and to preserve and protect the French cultural heritage which has made Louisiana unique among her sister states.

Let me briefly review for you some of these on-going programs:

FL 002 443

In 1969, Louisiana sent to Washington three proposals for Title VII Bilingual Education Programs. Two of these proposals received planning grants and were subsequently funded. These programs are in the adjoining parishes of St. Martin and Lafayette and are based on the rationale that as a child learns best in his mother tongue and as reading readiness develops first in a language which is controlled orally that French should be taught as a first language to the French-speaking children as a second language to English-speaking children.

In an attempt to expand the French in our elementary and secondary schools and at the same time to provide a uniform FLES program state-wide, a cooperative program was set up by the State Department of Education and CODOFIL working through the State Department in Washington and the French Ministry of Foreign Affairs. It was decided that the experimental program would be begun for the 1970-71, 1971-72 school sessions utilizing 30 qualified teachers from France, who would work in the entire spectrum of education from Kindergarten to the college level to assist our Louisiana parishes in initiating new programs at the elementary level as well as strengthening existing programs. Along with these teachers who are paid by the local school systems, the French government has sent three educational consultants who work through the French Cultural Services and the State Department of Education in helping to supervise the work of the 30 teachers, in assisting the local school systems in setting up new programs, and in serving as consultants in other educational areas, such as Adult Education.

This program has been such an outstanding success and the requests for more teachers so numerous, that we are now negotiating with the French Government for an additional 35 teachers for next September.

In May of 1970, Louisiana was host to educational delegations from both France and the Province of Quebec. These delegations toured a cross-section of the entire state, and visited in schools and communities in both our French-speaking and Anglo-Saxon parishes to get an overview of the existing status of French in

Louisiana. As a result of the visit by the French delegation, a total of 53 Louisiana teachers of French were invited to attend one of four special six-week institutes in France. These institutes were specifically planned to meet the needs at each educational level. The teachers spent four weeks at a French university and two weeks in touring throughout France.

The visit of the Quebec delegation was a direct outcome of a prior meeting of the Joint Quebec-Louisiana Committee held in Quebec during the month of January. At the conclusion of their visit to Louisiana, the Quebec delegation, CODOFIL, and the Louisiana State Department of Education set up a dual summer program. There was a summer camp program for 70 youngsters of junior and senior high school age in several well-established summer camps throughout Quebec, and study programs at the College of Jonquière for 60 French teachers and advanced high school and college students.

With the intensive study programs in both Quebec and France, Louisiana had, during the summer of 1970, a total of 183 students and teachers studying French in an actual French environment.

Among the 53 Louisiana teachers who studied in France last summer were five Supervisors of Adult Education who attended a special program at the University of Montpellier tailored to their special area of instruction. On their return, they were most helpful in preparing a special experimental demonstration project under the Adult Education Act of 1966, Section 309. The prime purpose of this program will be to teach undereducated adults in our predominantly French-speaking areas to speak, read and write the English language. This project, when funded, will involve some 1,050 participating adults in 12 of our Acadiana parishes and we feel that it will complement the programs now being offered our school-age children to insure Louisiana of a renewed generation of Bilingual speakers.

Now I'd like to correct the impression that some people have that all our language-connected programs deal with French. On the contrary, Louisiana has

always had a strong Spanish and Latin American population and the Spanish cultural heritage can best be seen right here in New Orleans in the beautiful wrought iron balconies throughout what is known as the "French" Quarter. Many of our tourists, and in fact, some of our residents aren't aware that the original French architecture in the French Quarter was almost completely destroyed by fires in 1788 and 1794, and was rebuilt while Louisiana was under the Spanish flag.

New Orleans, with the second largest port in America, has traditionally served as a connecting link with Mexico and all of Latin America. For this reason, the New Orleans public schools maintain the only significant English as a Second Language program in the entire state.

Although there has always been a large number of Spanish-speaking families in the New Orleans area, these families did not tend to settle in one particular section or neighborhood; therefore, the school aged children were easily absorbed into the existing school programs until the early 1960's, when the enrollment of Spanish-speaking children began to increase rapidly because of the arrival of refugees fleeing the Cuban revolution. By 1966, it was realized that a recently arrived foreign-born child could no longer be assimilated into the regular instructional program because of the language barrier, and although experimental programs had been in existence since 1962, there was suddenly a pressing need for a permanent course of study to prepare these children, in a minimum of time, for their new social environment. For this reason, a Title I summer activity was designed in 1966 which proved to be the foundation for a continuous educational program. This program began in 8 schools with 11 bilingual teachers and 11 aides and served 641 Spanish-speaking students. Today, the program involves more than 1,000 children in 22 schools and has a staff consisting of a coordinator, 22 bilingual teachers, and 7 teacher aides.

Although this program has been highly successful, classes in English as a Second Language alone can no longer meet the complex educational needs of the Spanish-speaking students and parents; therefore, the Orleans Parish School Board

has recently submitted a proposal to Washington under Title VII that would service the two sections of the city having the largest concentration of recently arrived Cuban refugees. This program would offer bilingual classes for pre-school age children, transitional classes for elementary students in grades 1-6, a Spanish FLES program for all students - Spanish and English speakers - in grades 1-6 and a continuation of the ESL classes for those students who have a minimal fluency in English. Along with the classes for children, there will be adult classes to help the parents help their children to adapt to their new cultural environment. If funded, this program will begin in September and will be expanded, in the near future, to assist all newly arrived families in becoming, as quickly as possible, contributing members of their community.

Another program which is similar in its objectives is conducted each Spring by the Tangipahoa Parish School Board which operates, with federal funds, a special school for the children of Mexican-American migrant farmworkers. Bilingual teachers are used to assist the children in acquiring English while at the same time retaining their native Spanish. The program in use is designed in Texas, the home state of the great majority of such children.

In February of 1969, Dr. R.E. Chandler, Head of the Department of Foreign Languages, at the University of Southwestern Louisiana, became the Louisiana Coordinator for the Regional Educational Agencies Project - International Education, and was charged with carrying out a three-phase exchange program for Louisiana with Costa Rica.

One phase of the program provided study grants for a group of six Spanish teachers in Louisiana at the secondary school level in San Jose, Costa Rica. The Ministry of Education of Costa Rica arranged the program which was held during the summer of 1969. The purpose of the grants was to provide a foreign study experience and residence for Louisiana teachers of Spanish in a Spanish-speaking country so that they would improve their oral-aural skills in the Spanish language,

enhance their knowledge of Costa Rica and other Central American countries, and return to their classrooms with experiences that would enrich their teaching. The program also aimed at involving the State Department of Education in the development of a study unit on Costa Rica which is being presently prepared with the cooperation of these teachers and which will be used in fifth grade level social studies classes and in Spanish classes at all levels.

Another phase of the program provided one-semester study grants in Costa Rica for USL students, both graduate and undergraduate who plan to become teachers and whose academic or future professional careers would be advanced by a three-month residence in a Spanish-speaking country. A group of four USL students participated in the program by attending the University of Costa Rica during the fall semester of 1969. Upon their return to the United States, these students were also involved in cooperating with the Louisiana teachers who participated in the program and the Louisiana State Department of Education in preparing the unit on Costa Rica for inclusion in the social studies and foreign language curricula in elementary and secondary schools of Louisiana.

A third phase of the program sponsored the visit of 15 social studies teachers from Costa Rica who, through the Ministry of Public Education of Costa Rica, came to Louisiana to observe the American school system, especially concentrating in high school instruction. They visited in high schools, one elementary school, the Louisiana State Department of Education, other civic and educational services in the community, and the NASA Space Center in Houston, Texas.

I hope that in speaking to you this evening, I have been able to acquaint you in a general way with the various programs in our state in the areas of English as a Second Language and bilingualism. These programs make up a small, but highly important part of the complex system of services offered to our school systems through the State Department of Education.

In closing, I'd like to share with you a story I read recently in a bulletin

from the Wisconsin State Department of Education:

A scared little mouse sat shaking inside his hole, where he had been chased by a big hungry cat. After a few minutes, he heard the reassuring sound of a dog barking outside the hole which convinved him that the coast was clear. When he ran out of his hole, he was pounced on by the cat and eaten. A small kitten who had been watching this sequence of events - including the big cat's convincing imitation of a dog's bark - questioned his elder about the fine points of mouse hunting. "Well, son," the cat explained, "it always pays to know a second language."